

The top half of the slide has a blue background. On the left, there is a vertical bar of a slightly lighter shade of blue. On the right, there is a large, semi-transparent circle in a darker shade of blue.

Welcome

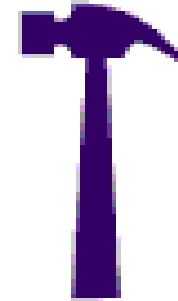
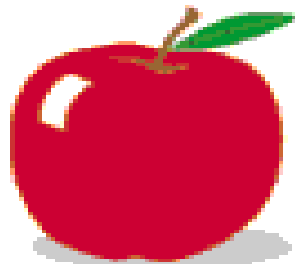
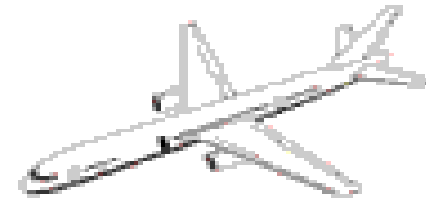
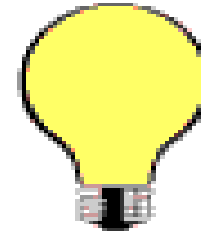
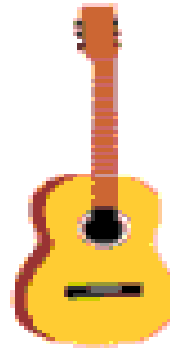
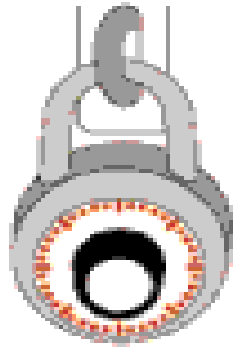
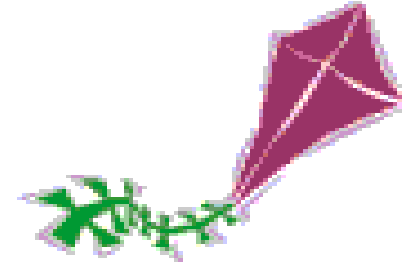
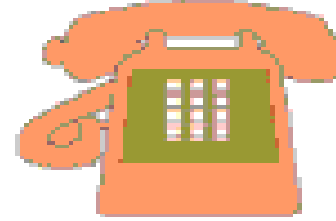
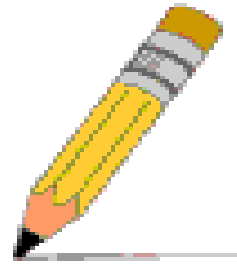
Year 10 – How to Revise



Revision

Your teacher will give you 30 seconds to look at the following slide.

Try to remember as many items as you can



How many can you remember?

- Memory Test
- In your booklet on the notes page - write down as many items as you can remember.
- Do not look at your neighbours or talk about it.

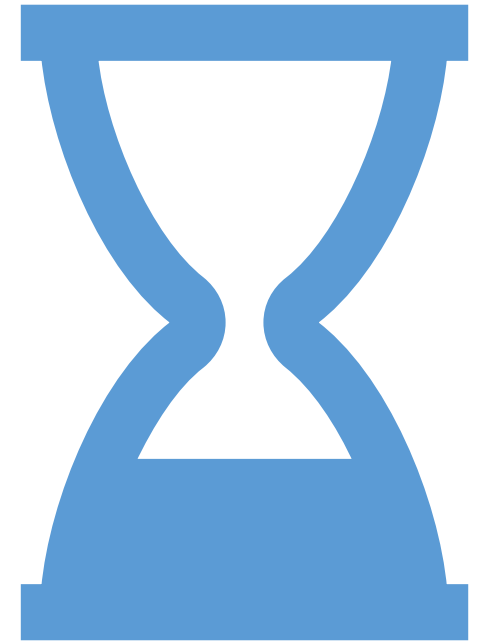


5 Revision Strategies –

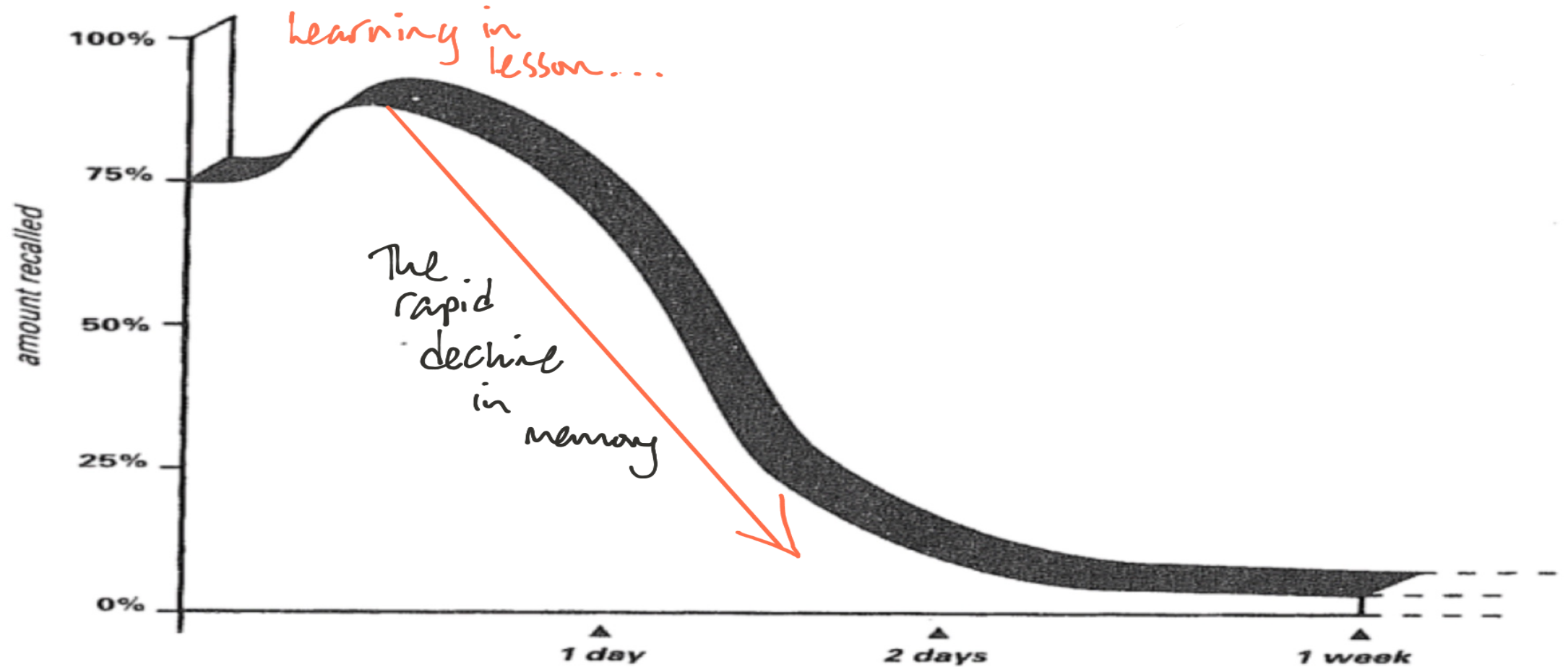
to be your best

1. Start Early

- The latest you should leave starting to revise for an important exam or assessment is a month prior – for you that is now!!
- Although re-capping close to the assessment (cramming) can help, it will only gain you a couple of extra marks as the information has not gone into your long term memory and when faced with trying to recall lots of information your brain will only be able to recall a small amount of information.
- See the diagram on the next page for how information is lost over time.



How much do you forget?
a.k.a. What can you recall?





Students close your notebook

- You should be given a piece of paper.
- How many items from the original list can you now remember?
- 30 seconds - go



2. Produce a Revision Timetable

- When you have a plan you are more likely to stick to it.
- Waking up in a morning and thinking “ I’m going to do a bit of Biology today” means that you might take out your revision guide at sometime in the afternoon and go “ yep, nailed it, after skimming a couple of pages.





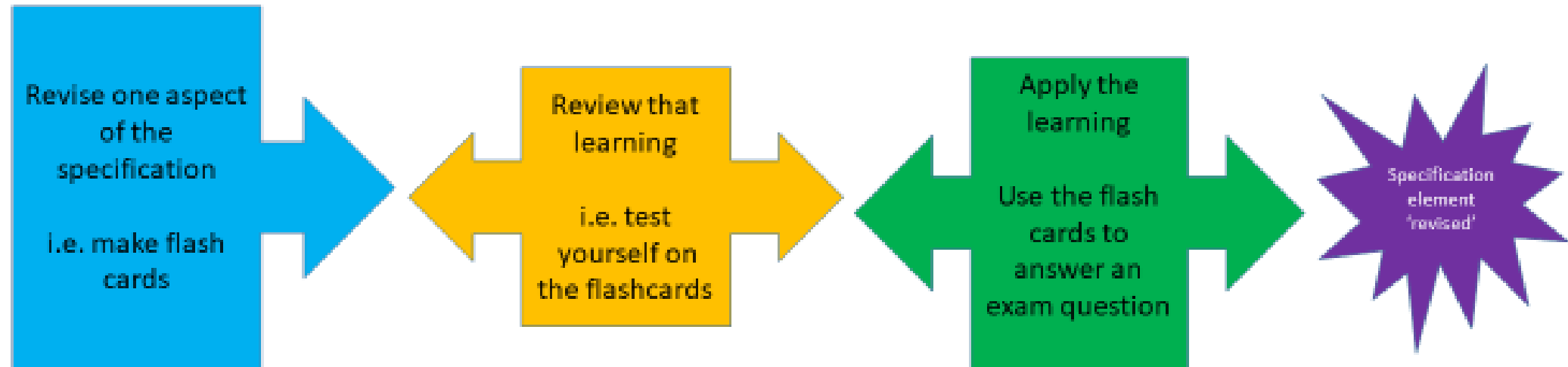
- Instead – have a plan-
- At 10.00 I am going to look at my Flash Cards on Cell Structure and Cell Division for half an hour and then test myself using the 2019 exam paper question 13 which I have already printed out.
- Successful revision can not be left to chance, you need to be organised.

Fill in known activities

	Mon 2nd	Tue 3rd	Wed 4th	Thu 5th	Fri 6th	Sat 7th	Sun 8th	Mon 9th	Tue 10th	Wed 11th	Thu 12th	Fri 13th	Sat 14th	Sun 15th	
9.00						Holiday							Day Off		
9.30															
10.00	Homes Under the Hammer						Homes Under the Hammer								
10.30															
11.00															
11.30															
12.00															
12.30															
1.00	LUNCH						LUNCH								
1.30															
2.00															
2.30															
3.00	X-BOX/Chill						Phone time/Chill								
3.30															
4.00															
4.30															

	Mon 8th	Tue 9th	Wed 10th	Thu 11th	Fri 12th	Sat 13th	Sun 14th	Mon 15th	Tue 16th	Wed 17th	Thu 18th	Fri 19th	Sat 20th	Sun 21st
9.00	ENG	PE			Lie In							Holiday		
9.30	ENG		PE											
10.00	HOMES UNDER THE HAMMER													
10.30														
11.00				MAT	Visit Family							Holiday		
11.30														
12.00				ART										
12.30	MAT													
1.00	LUNCH													
1.30														
2.00					I am taking a break							Holiday		
2.30	MAT													
3.00														
3.30														
4.00														
4.30														

How to revise.

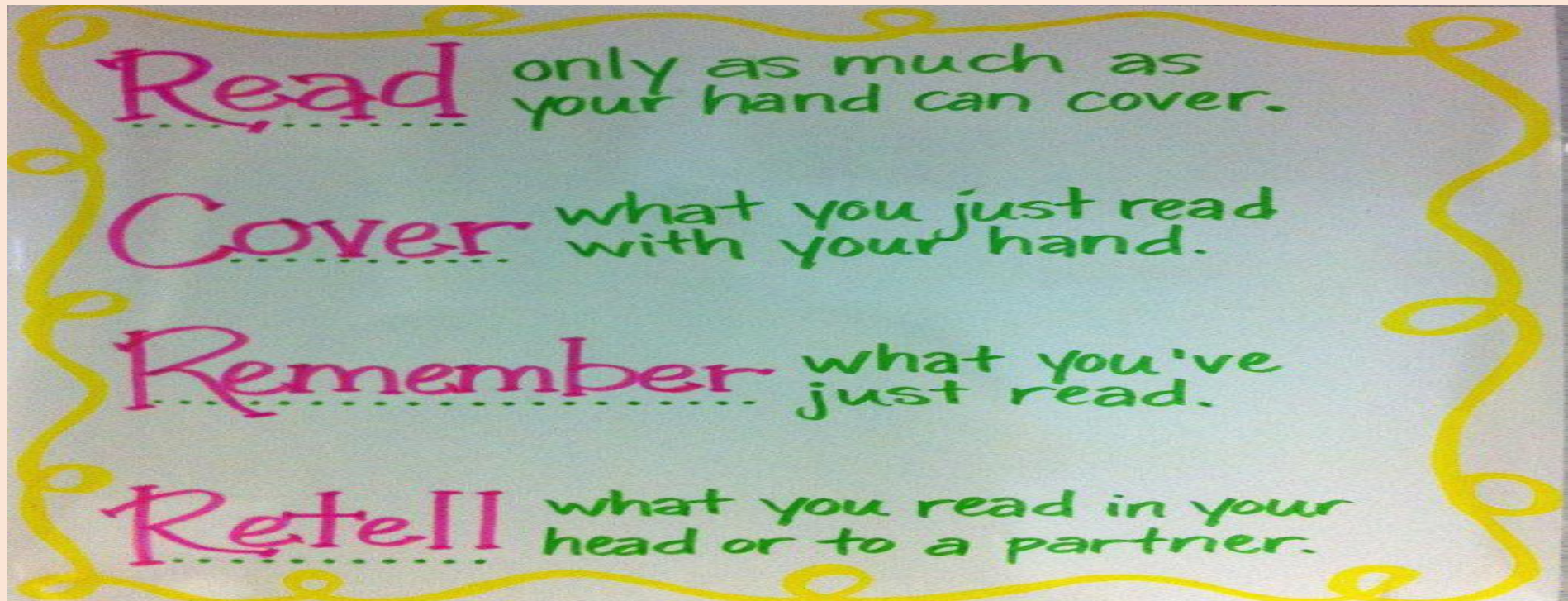


3. Make effective notes

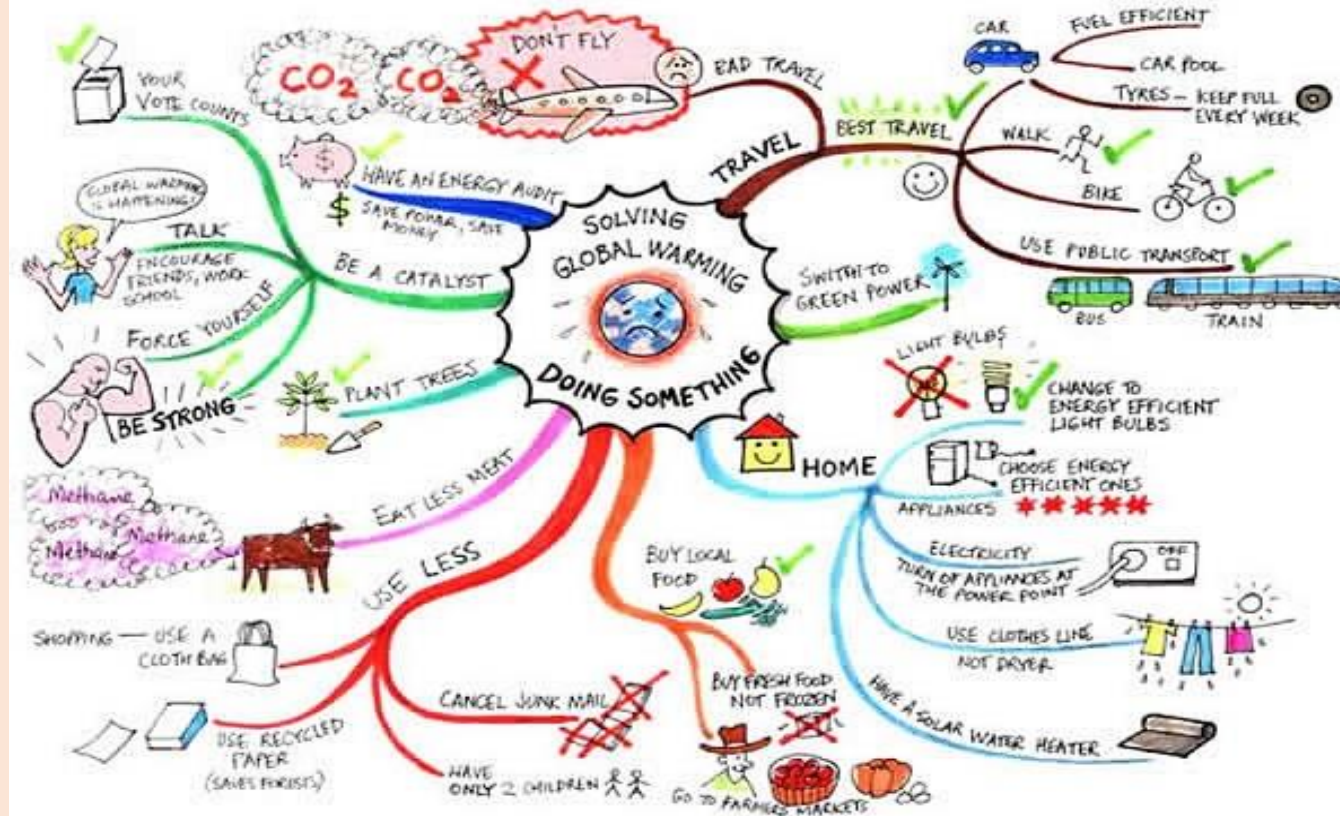
- There is no set way to make purposeful revision notes, everyone may have a slightly different way that suits them. The important bit is to do it.
- These are some of the common ways:

Read, Cover, Remember, Retell

This is how you probably learnt to read, it worked then it works now.
Being able to Retell is the key to success.



Mind Map



Flash Cards



Website resources

- [A6827F1A756F8419C36256108019E3A7.docx](#) Link to Revision strategies
- [GCSE-Year-10-Revision-guide-2025.357479276.docx](#) Link to Yr 10 Assessment guides subject by subject



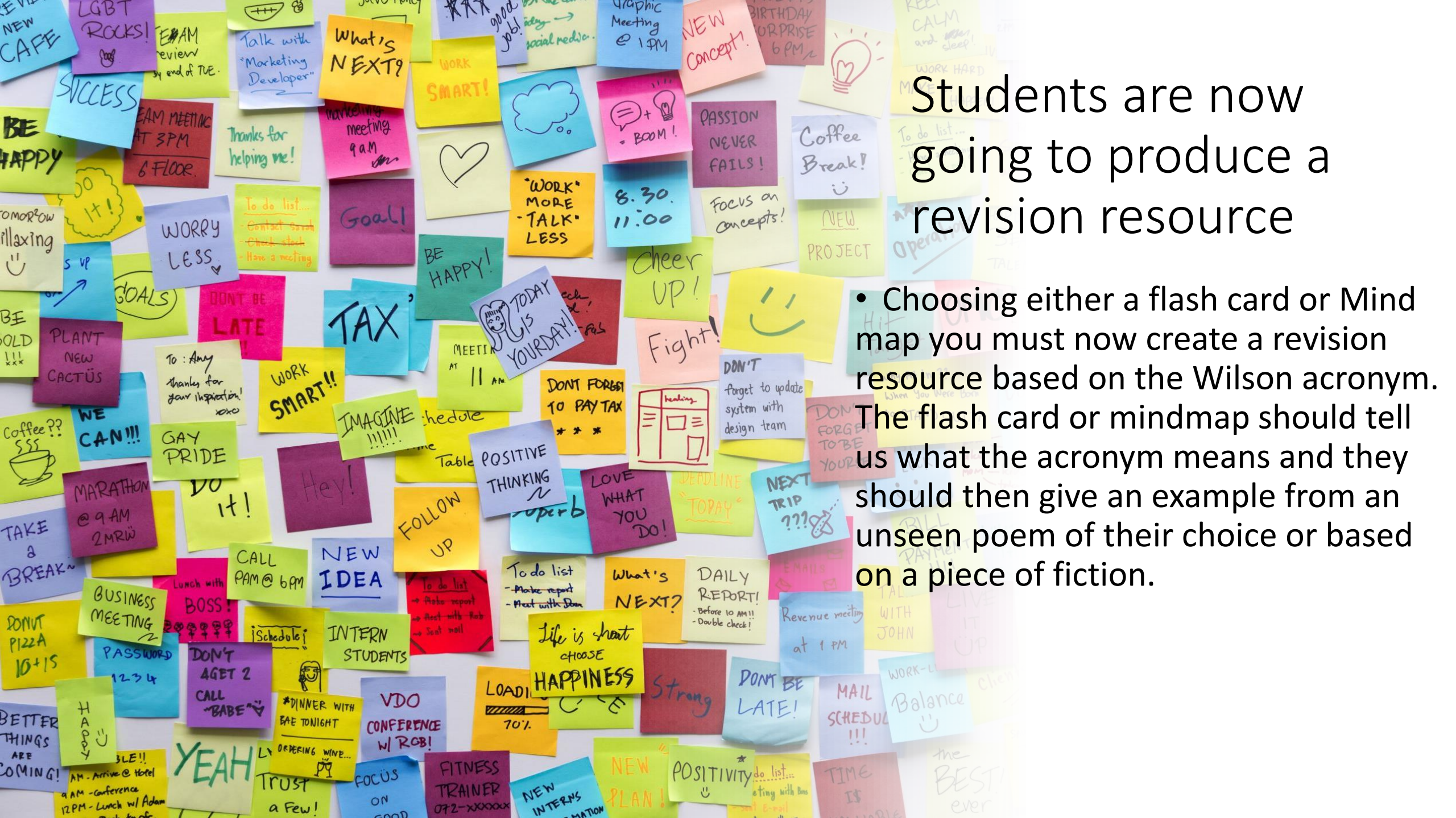
4. Practice Exam Papers

- There is no point knowing all of the information around a topic if you then don't know what the questions on that topic will look like.
- You wouldn't attempt to take your driving test without having had a go out on the road before your test. It is all well knowing how to drive but until you've practised it, you won't have the know-how or confidence to pass.
- Exam boards have lots of materials you can use , (SO DO YOUR TEACHERS!!) Use it



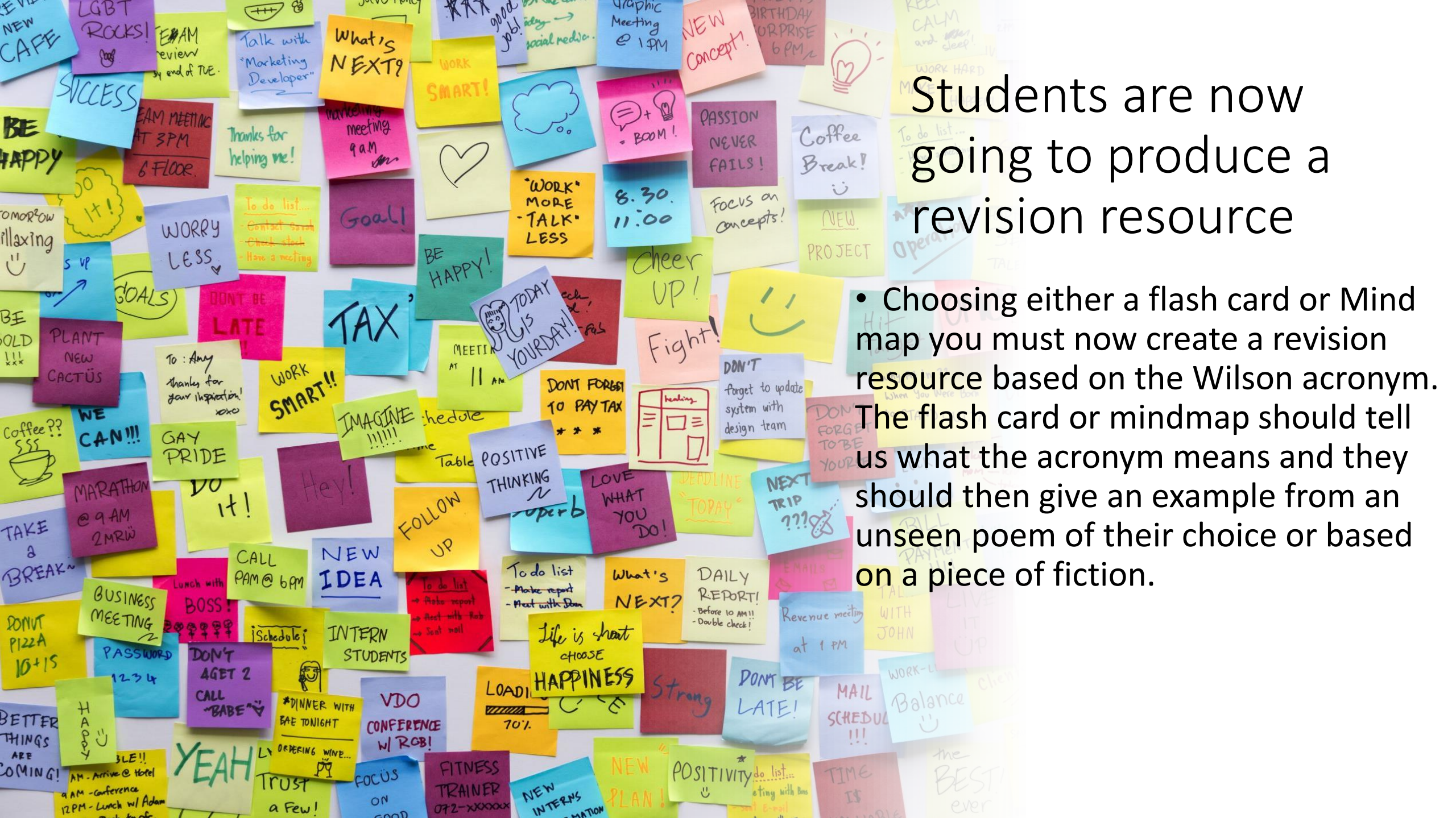
5. Sleep

- Teenagers need 8-10 hours sleep per night.
- The brain just like other muscles in the body needs time to recover.
- Being tired affects memory recall and memory retention.
- **Strategies**
- Turn off your phones and hand them in at bedtime!!! (you will be tempted)
- Do not watch TV – play games etc. before bedtime, you need your mind to relax and not be stimulated
- Go to bed at the same time, with a non-sugary warm drink

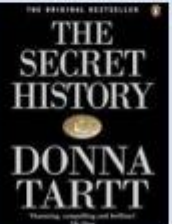
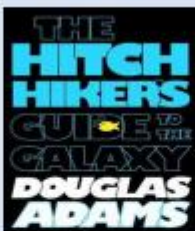
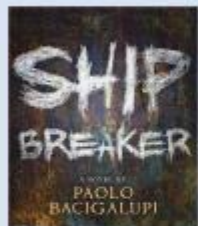


Students are now going to produce a revision resource

- Choosing either a flash card or Mind map you must now create a revision resource based on the Wilson acronym. The flash card or mindmap should tell us what the acronym means and they should then give an example from an unseen poem of their choice or based on a piece of fiction.

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Year 10 – Term 3 - Fiction



Key words / ideas



First, second or third person narrator.

OMNISCIENT NARRATOR

TENSE (usually past)

How to engage the reader

How establish setting / atmosphere

How to direct the reader's **EMPATHY**?

How to shape the reader's expectations?

GENRE

EXPOSITION - pace – balance of exposition (giving information), description or action.

DIRECT / INDIRECT SPEECH?

FORESHADOW

ANALEPSIS / PROLEPSIS (flashback / flashforward)

'Our fiction addiction:



<https://www.bbc.com/culture/article/20180503-our-fiction-addiction>

Key Questions

Why do we enjoy stories?

What makes a great story?

How is a written story made?



'The Hitchhiker'
Roald Dahl

What's your favourite story?

The **WILSON** acronym used with unseen poetry can also help with fiction.

What is it about? Who is speaking? Where are they? What happens and why?

Ideas – what ideas or themes does the writer explore?

Language – Are there any specific words or language techniques?

Structure – how is the extract structured and organised?

Opinion – why do you think the writer wrote it? Is there a message?

Now plan – write your thoughts about the text that you have read



Students close your notebook

- You should be given a piece of paper.
- How many items from the original list can you now remember?
- 30 seconds - go

GOOD REVISERS

by @Inner_Drive
www.innerdrive.co.uk

POOR REVISERS

Eat breakfast



Skip breakfast

Sleep 8-10 hours a night



Get little sleep

**Have regular
bed times**



**Have inconsistent
bed times**

Get fresh air each day



Stay indoors all day

Exercise regularly



Do no exercise

Do past papers



**Mostly revise highlighting
"key" passages**

Spread out their revision



Cram their revision

**Keep a diary to capture
negative thoughts**



**Dwell on worst
case scenarios**

**Revise in a quiet
environment**



**Revise while listening
to music or TV**

Drink water regularly



Forget to stay hydrated

**Put their phone away
during revision**



**Revise with their mobile
phone next to them**

Other Support – *from school*

Knowledge Organisers to support content info

Collapsing some of tutor time to allow students time to revise

Subject Teachers will be supporting in lesson times.

Homework will all be based around revision and preparation for Assessments

Other Support — From Home

Create a study Space and provide equipment.

Sit with them and plan the revision timetable – sharing non negotiables

Create consistent routines and especially around bedtime.

Conversely change routines if you need to.

Reward - it doesn't have to be big monetary value items